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ABSTRACT

This paper reports on the degree to which teacher educators have addressed the current calls for reform in teacher education. The data were taken from the Institutional Questionnaire of the Research about Teacher Education (RATE) Project of the American Association of Colleges for Teacher Education (AACTE). The 90 respondents, each representing one institution, answered 10 items on the survey questionnaire regarding their institution's actions on each current reform proposal. The items, drawn from various national reports on teacher education, involved: (1) raising admission standards for entry into teacher education; (2) offering scholarships and other incentives intended to attract teaching candidates; (3) instituting a 5-year program that terminates in a Master's degree and a teaching certificate; (4) instituting extended programs, e.g., MAT, M.Ed., etc.; (5) developing formal partnerships with school(s); (6) using teachers as teacher educators; (7) changing the liberal arts curriculum for preservice teachers; (8) instituting a recruitment program to attract better students; (9) changing exit standards; and (10) instituting an alternate certification program for literary arts graduates. A discussion is presented on the survey results in the light of how they reflect changes in teacher education and indicate new trends in change. (JD)

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Trends in Teacher Education as Reported on the Institutional Questionnaire

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The purpose of this paper is to report the degree to which teacher educators have addressed the current calls for reform in teacher education. The data are taken from the Institutional Questionnaire of the Research About Teacher Education (RATE) Project of the American Association of Colleges for Teacher Education (AACTE). The Institutional Questionnaire is designed to gather information on the characteristics of institutions which house teacher education programs. The original sample of was composed of ninety institutions. The 90 respondents, each representing one institution, answered ten items on the survey questionnaire regarding their institution's actions on each current reform proposal.

The ten items were drawn from various national reports on teacher education which included the current calls for reform of teacher education. The items are:

1) Raising admissions standards for entry into teacher education.
2) Offering scholarships, special loans, and other incentives intended to attract teaching candidates.
3) Instituting a five-year program that terminates in a Masters degree and a teaching certificate.
4) Instituting extended programs, e.g., MAT, M.Ed., etc.
5) Developing formal partnerships with a school(s)
6) Using teachers as teacher educators.
7) Changing the liberal arts curriculum for preservice teachers.
8) Instituting a recruitment program to attract better students.
9) Changing exit standards.
10) Instituting an alternate certification program for liberal arts graduates.

Each of these reforms is advanced in the many national reports on teacher education, including, Tomorrow's Teachers (Holmes Group, 1986).

A Nation Prepared (Carnegie Forum on Education and the Economy, 1986), and A Call for Change in Teacher Education (American Association of Colleges for Teacher Education, (1985). The items were drawn from these documents in an effort to present a sample of activities which teacher education programs could undertake to address the various calls for reform.

The respondents were asked to report to what degree their institutions are addressing the reforms using a five-point scale: 1) Not at all; 2) Under Study; 3) In Planning; 4) Implemented within the last two years (since the publication of the various national reports); and 5) Implemented over two years ago (prior to the publication of the national reports). In this way, we can measure the degree to which teacher educators are contemplating program reform. In no way is the list exhaustive of all reforms and revisions that occur in teacher education. These ten reforms are currently receiving widespread recognition.

Results

The resultant data are instructive because they clarify which reforms have already taken hold within the profession, those which are presently being considered, and those reforms which comprise the agenda for the future. On some of these reforms, there are differences by strata, e.g., baccalaureate, masters, and doctoral. Where appropriate, these differences will be discussed.

The Past. Some of the reform proposals have already been addressed by a majority of the institutions in the sample. It is difficult to assess the motivations which various institutions had as their impetus to make changes. In some cases, the motivation may have come from

within the teacher education program faculty, or from the head of the unit. The motivation may also have come from university administration, or the state department of education. As well, the impetus for change may have come from the spate of national reports which have challenged teacher educators to alter their traditional procedures for preparing teachers.

Defining "the past" as the response option, "implemented over two years ago", then the reform proposal which appears to have the longest history in practice is using elementary and/or secondary school teachers to teach in the teacher education program. Thirty-six percent of all respondent institutions reported implementing this practice over two years ago, with 44% of the baccalaureate institutions the most active employer of public school teachers (Table 1). This is an interesting finding in that the call for this reform is tied to the Holmes Group's reform agenda, and yet the most active group in this area is comprised of non-Holmes Group schools. An alternate explanation is that institutions whose highest degree is the baccalaureate have historically used public school teachers as teacher educators to reduce the demands on a smaller faculty. Rather than enjoying the status of clinical teacher educators, these public school teachers are probably better labelled, part-time instructors used in an on-demand capacity to save money.

The group of institutions that has the most limited history in this area is the doctoral level institutions. To date 28% of the doctoral level institutions have used public school teachers as teacher educators. However, it appears that with another thirty percent making progress on this reform, within a few years approximately two-thirds of all institutions will be using public school teachers.

There is no attempt to characterize the way in which teachers are used in the teacher education program. Idealistically, they are expected to perform as identified expert teachers bridging the gap between the orientation of the campus and the practice of the field. If, however, they are used as adjunct faculty or part-time instructors, then the envisioned purpose of scaffolding a relationship between the university and the schools will be mitigated by the lack of vision within both the university and the schools. The fact that non-doctoral institutions have been relatively active in this area portends a trend that will bring no innovation to either setting.

"The Past" may be defined as reforms already in place regardless of when they were implemented. If one defines the past as the aggregate of the categories, "implemented over two years ago", and "implemented within the last two years", then the reform which has had the most activity is "raising admission standards into teacher education" (Table 2: 73%), followed by "changing exit standards from the teacher preparation program" (Table 3: 55%), "changing the liberal arts curriculum for preservice teachers" (Table 4: 52%), "using public school teachers as teacher educators" (Table 1: 51%) and "offering scholarships, special loans, etc., to attract teaching candidates (Table 5: 49%).

There are some stratum differences among these data. With regard to raising admissions, over 70% of the non-doctoral institutions had already raised admissions standards for entry into teacher education. (Table 2) Over one-half of the doctoral institutions raised their admission standards within the last two years. Regardless of when the reform was initiated, raising admission criteria is a reform which has clearly been embraced by the profession. It is more difficult to gain

entry into teacher education today than it was five years ago. When these data are considered with regard to increasing enrollments, then the observation that making entry into teacher education more rigorous will not adversely affect admissions is valid. Standards are up and enrollments are up also.

There are stratum differences for the reform, "changing the liberal arts curriculum for preservice teachers." (Table 4) Again, the most active stratum is the baccalaureate level. Sixty-five percent of these institutions have already changed their liberal arts curriculum for prospective teachers. Fifty-four percent of the masters level institutions have made changes, and 40% of the doctoral institutions have already made alterations with approximately an additional 40% either studying or planning changes.

It is probably easiest to change the liberal arts curriculum at historically liberal arts institutions. The faculty around the campus are probably more willing to address a new liberal arts curriculum for any major. It appears from these data that change in doctoral level institutions is slower and may require more convincing because of the implications of changing the liberal arts curriculum across all campus programs. Changing the liberal arts components as many instutitions is as much a political effort as it is an academic effort. It requires great measures of compromise. These data suggest that at smaller schools which have a relatively limited mission, the climate is more conducive to curriculum reform in the liberal arts than it is at larger institutions which have a more diverse mission. This particular reform has implications for all majors, not just teacher education, and is probably a likely candidate for studies from an organization development perspective.

Returning to the discussion of using teachers as teacher educators while doctoral level institutions are catching up to their counterparts there is a great deal of inactivity on this reform as well. One-fifth to one-quarter of the institutions have take no action on this reform at all (Table 1). Thus, using teachers may be a phenomenon which has a short life. This reform has a past, a present, and a future which is not as clear as many of the other reforms addressed in this study.

Offering scholarships, special loans or other incentives to attract teaching candidates has been a reform undertaken by doctoral and baccalaureate institutions (Table 5). Institutions at these strata have been active in recent years by offering incentives to attract teaching candidates. The most inactive group is the masters level stratum. Thirty-eight percent of these institutions have addressed this reform in comparision to over one-half of the institutions from each of the other two strata.

The Present. Defining the present as reforms addressed within the last two years, the most considered reform remains "raising admission standards in the teacher preparation program" with 44% of the institutions reporting implementing new admissions standards within the last two years (Table 2). Again, the most active group of institutions within the last two years is that comprised of doctoral institutions. The only other item of reform on which at least 30% of the institutions have implemented a change within the last two years is "changing exit standards from the teacher education program" (Table 3). These two changes, while important, may also reflect changes in state guidelines. For example, in some states, admission into teacher education is dependent upon meeting state-imposed requirements, such as a basic skills exam, or a GPA requirement. Both of these reform efforts appear

of the doctoral level institutions as it is at the heart of the Holmes Group report. One could even speculate that baccalaureate and masters level institutions challenge this assumption and argue that there can be quality in four-year teacher education programs. The data from this study, then, should indicate reform activity at doctoral level institutions and little or no activity at baccalaureate and masters levels schools. The data do indicate significant activity at doctoral level schools (Table 7). Across all strata only 14% of the institutions in this study had gone beyond the "under study" phase. However, the data indicate a great deal of attention being given to five-year teacher education programs. Thirty-three percent of all institutions report that they are studying the implementation of a five-year teacher education program, including 43% of the doctoral level institutions, followed by masters level (33%) and baccalaureate level schools (22%). The fact that almost one-fourth of the baccalaureate institutions are considering five-year programs is further indication that five-year teacher education programs may have a broader future than originally envisioned. The implementation of five-year teacher education programs may take hold across all three strata of institutions. As a result there may be variation in how large numbers of teachers are prepared for the first time in modern American education history.

While there are some differences among the three strata, the most likely candidate for change among these three reforms is "instituting a recruitment program to attract better students into teaching, as 32% of the reporting institutions are already "in planning" with 53% of the baccalaureate institutions and 52% of the masters level institutions comprising comprising active strata. Doctoral level institutions have already undertaken recruitment programs as 45% of these institutions

implemented such programs within and beyond the last two years.

Partnerships between universities and public schools appears a very promising practice. While it is placed in the "future" category across all institutions, it has a healthy recent history. Even though forty-four percent of the respondent institutions are studying or planning this reform, 55% of the doctoral level institutions have already developed partnerships with a school(s). Partnerships appear to be a reform effort which has with a future. There is activity within each strata as 52% of the baccalaureate institutions and 48% of the masters level institutions report studying and planning partnerships with public schools. Clearly, this reform effort will become a part of future teacher education programs. From these data it is possible to state that preservice teachers in the coming years may be having field experiences which are distinctly different from the status quo.

Too Early to Tell. Three of the reform items have received virtually no attention at all. Those items include: 1) instituting a five-year teacher preparation program that begins in a baccalaureate program and terminates with a certificate and a Masters degree (Table 7: 52%); 2) instituting and extended program or fifth-year program (Table 10: 46%); and instituting an "alternate certification" program for liberal arts graduates (Table 9: 45%). While the former was also included in "the future" there are a significant number of institutions which have not considered this reform, and virtually none that has taken action on implementing such a program. Specifically, 70% of the baccalaureate level institutions and 54% of the masters level institutions have not responded to this reform, while 36% of the doctoral level institutions have not responded. Thus while instituting a five-year teacher education program is receiving attention across all

strata, it is also not a topic of study for an even larger group of schools.

Instituting a fifth-year or extended program such as an Masters of Arts in Teaching (MAT) or a Masters in Education (M.Ed) is a reform which appears to have been around for some time as 19% of all institutions report having a program within and beyond the last two years. As well, it is a reform with some promise as 36% of all institutions report studying and planning an extended program. However, 46% report no activity on this reform with 61% of the baccalaureate institutions, 42% of the masters institutions and 38% of the doctoral level institutions report no activity at all. The fifth-year, post-baccalaureate program at most institutions has been offered to liberal arts graduates who completed their baccalaureate degrees before considering a career in teaching. These programs have been on the books for years and their value unknown. These data indicate that fifth-year programs will remain on the scene to meet the needs of this population of aspiring teachers. While there is a good deal of inactivity within and across strata, it also appears that the confused state of the fifth-year program will persist because these programs meet the needs of a non-traditional population who decides later in life that teaching is a viable option.

The last reform, initiating an alternate certification program for liberal arts graduates, was designed to measure the influence of New Jersey's alternate route program. According to these data, approximately one-third of the respondent institutions have been offering an alternate certification program. Moreover, another 25% are in the studying and planning phases. Because of the nature of the item on the questionnaire we are unable to scrutinize these data. It is

difficult to elaborate on how 'alternate certification program' was defined by the respondents. Apparently, institutions have been offering alternate plans to certification. Without speculating erroneously, exactly what these programs look like is not clear from this study and will require further inquiry. They may be five-year programs, fifth-year programs, fifth-year programs that terminate in a Masters degree, or some other variation.

Summary

That these are exciting times in teacher education is commonly accepted. As the education is further developed into a profession there will be changes heretofore unseen in the history of the field. The purpose of this portion of the RATE study is to describe more clearly what changes are gaining favor in practice. These data indicate that change is about us at virtually every type on institution that prepares teachers. To state that there is an agenda for a particular subset of schools, e.g., Holmes Group members, is to paint an obscured picture of the implications of their work, the initiatives of many state departments of education, and of teacher educators across the country. Some of the reforms monitored in this study are not easily implemented at many of the institutions sampled. Many require funds and arrangements typically not supported by the university. Yet, these data indicate a great deal of change in the future of teacher. Credit for these changes should be directed toward teacher educators who appear to be accepting the challenge to improve teacher education programs and prepare teachers in ways that will test innovation and variation.

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Table 1

Status of Planning Current Reforms: Using Teachers as Teacher Educators by Strata (n = 75)

Strata	Not at All	Under Study	In Planning	Implemented within last 2 years	Implemented over 2 years ago
Baccalaureate	21.7	13.0	13.0	8.7	43.5
Masters	20.8	16.7	4.2	20.8	37.5
Doctoral	27.6	13.8	13.8	17.2	27.6
Total	23.7	14.5	10.5	15.8	35.5

Table 2

Status of Planning on Current Reforms: Raising Admissions Standards for Entry into Teacher Education by Strata (n = 73)

Strata	Not at All	Under Study	In Planning	Implemented within last 2 years	Implemented over 2 years ago
Baccalaureate	0.0	8.7	13.0	39.1	39.1
Masters	4.5	13.6	9.1	36.4	36.4
Doctoral	7.1	14.3	10.7	53.6	14.3
Total	4.1	12.3	11.0	43.8	28.8

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Table 3

Status of Planning on Current Reforms: Changing Exit Standards for Teacher Education Programs by Strata (n = 76)

Strata	Not at All	Under Study	In Planning	Implemented within last 2 years	Implemented over 2 years ago
Baccalaureate	4.3	8.7	30.4	26.1	30.4
Masters	12.5	16.7	12.5	37.5	20.8
Doctoral	13.8	10.3	24.1	27.6	24.1
Total	10.5	11.8	22.4	30.3	25.0

Table 4

Status of Planning on Current Reforms: Changing the Liberal Arts Curriculum for Preservice Teachers by Strata (n = 76)

Strata	Not at All	Under Study	In Planning	Implemented within last 2 years	Implemented over 2 years ago
Baccalaureate	8.7	13.0	13.0	17.4	47.8
Masters	20.8	0.0	25.0	29.2	25.0
Doctoral	17.2	20.7	20.7	27.6	13.8
Total	15.8	11.8	19.7	25.0	27.6

Table 5

Status of Planning on Current Reforms: Offering Scholarships, Special Loans, etc., to Attract Teaching Candidates by Strata (n = 76)

Strata	Not at All	Under Study	In Planning	Implemented within last 2 years	Implemented over 2 years ago
Baccalaureate	17.4	30.4	0.0	13.0	39.1
Masters	25.0	16.7	20.8	25.0	12.5
Doctoral	17.2	13.8	13.8	27.6	27.6
Total	19.7	19.7	11.8	22.4	26.3

Table 6

Status of Planning on Current Reforms: Developing Formal Partnerships with a School(s) by Strata (n = 75)

Strata	Not at All	Under Study	In Planning	Implemented within last 2 years	Implemented over 2 years ago
Baccalaureate	26.1	34.8	17.4	4.3	17.4
Masters	13.0	30.4	17.4	17.4	21.7
Doctoral	10.3	17.2	17.2	17.2	37.9
Total	16.0	26.7	17.3	13.3	26.7

Table 7

Status of Planning on Current Reforms: Instituting a Five-Year Program that Terminates in a Certificate and a Masters Degree by Strata (n = 75)

Strata	Not at All	Under Study	In Planning	Implemented within last 2 years	Implemented over 2 years ago
Baccalaureate	69.6	21.7	8.7	0.0	0.0
Masters	54.2	33.3	4.2	4.2	4.2
Doctoral	35.7	42.9	17.9	3.6	0.0
Total	52.0	33.3	10.7	2.7	1.3

Table 8

Status of Planning on Current Reforms: Instituting a Recruitment Program to Attract Better Students by Strata (n = 75)

Strata	Not at All	Under Study	In Planning	Implemented within last 2 years	Implemented over 2 years ago
Baccalaureate	26.1	17.4	26.1	17.4	13.0
Masters	21.7	8.7	43.5	17.4	8.7
Doctoral	20.7	6.9	27.6	20.7	24.1
Total	22.7	10.7	32.0	18.7	16.0

Table 9

Status of Planning on Current Reforms: Instituting an Alternate Certification Program for Liberal Arts Graduates by Strata (n = 76)

Strata	Not at All	Under Study	In Planning	Implemented within last 2 years	Implemented over 2 years ago
Baccalaureate	69.6	17.4	4.3	8.7	0.0
Masters	41.7	8.3	12.5	20.8	16.7
Doctoral	27.6	17.2	13.8	20.7	20.7
Total	44.7	14.5	10.5	17.1	13.2

Table 10

Status of Planning on Current Reforms: Instituting Extended Programs, e.g., MAT or M.Ed. by Strata (n = 76)

Strata	Not at All	Under Study	In Planning	Implemented within last 2 years	Implemented over 2 years ago
Baccalaureate	60.9	21.7	8.7	8.7	8.7
Masters	41.7	16.7	12.5	8.3	20.8
Doctoral	37.9	31.0	13.8	6.9	10.3
Total	46.1	23.7	11.8	7.9	10.5